

Information UPDATE



Wisconsin Department of Public Instruction/John T. Benson, State Superintendent/125 S. Webster St./P.O. Box 7841/ Madison, WI 53707-7841

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TO: District Administrators, CESA Administrators, CCDEB Administrators, Directors of Special Education and Pupil Services, 118.13 Designees, AODA Coordinators, Principals, School Counselors, Equity Cadre, Other Interested Parties

FROM: Juanita S. Pawlisch, Ph.D., Assistant Superintendent
Division for Learning Support: Equity and Advocacy

SUBJECT: Pupil Nondiscrimination – Pupil Harassment Bulletin

The enclosed bulletin, Pupil Nondiscrimination Guidelines: Understanding Pupil Harassment, has been developed by DPI to help school administrators and all school staff understand and identify the different forms of pupil harassment that constitute discrimination. Earlier this year, the Department of Public Instruction, in cooperation with the Wisconsin Association of School Boards, distributed a copy of *Do the Right Thing: Understanding, Addressing and Preventing Sexual Harassment in Schools* to every school district in the state. The DPI web page includes additional guidance on pupil nondiscrimination and pupil harassment. In addition, DPI's web page will soon include a section dedicated to preventing and responding to school violence.

Wisconsin's pupil nondiscrimination law prohibits discrimination against pupils because of sex, race, religion, national origin, ancestry, creed, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Discrimination includes harassment of pupils because of any protected class status. All of us in the education community must assume responsibility for preventing and responding to pupil harassment and school violence. The enclosed bulletin is intended to assist all school employees prevent, recognize, and respond to harassment, and reduce school violence.

For further information, contact:

Hal Menéndez, Consultant, Pupil Nondiscrimination, 608/267-9157; email: hal.menendez@dpi.state.wi.us,
or
Steve Fernan, Consultant, School Violence Prevention, 608/266-3889 email: steve.fernand@dpi.state.wi.us.

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This bulletin can also be accessed through the Internet at: <http://www.dpi.state.wi.us/dpi/dlsea/equity/pupintro.html>

Pupil Nondiscrimination Guidelines: Understanding Pupil Harassment

The subject of this bulletin is discrimination against pupils. In particular, it is about harassment that constitutes pupil discrimination. Harassment is a general term that includes many types of inappropriate behavior. Harassing behavior can range from name-calling to bullying, intimidation and physical attacks, to the exertion of subtle or overt pressure on a student by someone in a position of authority. Where harassment is related to or because of the factors listed below, e.g., sex, race, disability, sexual orientation . . . , it is a form of discrimination. Each year, many pupils in our schools are subjected to harassment that constitutes unlawful discrimination. The harasser may be another pupil; a teacher, coach or other member of the school staff; or a visitor to the school. The harassment may occur in any locale--in the school-yard or on the school bus; in a classroom, the hallway or the cafeteria; in locker rooms; and on class excursions or field trips. This bulletin discusses harassment as a form of discrimination against pupils. It explains the concept of harassment as discrimination and reviews behaviors that may constitute pupil harassment. It also reviews school districts' obligations to prevent pupil harassment and respond to complaints. Finally, it suggests some approaches that may prevent pupil harassment.

Although the problem of harassment--and sexual harassment in particular--has gained increasing attention in recent years, there is still little understanding about harassment and what it means and doesn't mean. For example, it is not universally understood that sexual harassment is not limited to overt acts of a sexual nature or graphic sexual language. Further, many pupils are attacked or experience other forms of hostility and intimidation because of their race, national origin, disability, or sexual orientation. Yet many of these incidents are not recognized as harassment.

The costs of harassment can be staggering, both for pupils and school districts. Many reports have documented the extent of harassment experienced by pupils in our public schools and the dramatic impact harassment has on pupils. Harassment significantly affects the school environment, not only for the target of harassment, but also for pupils who witness harassing behavior and fear they too may become targets. Harassment can have a serious impact on a student's school performance and on a pupil's emotions. It can result in behavior changes. Some students leave school temporarily, or transfer, or drop out. Some even attempt suicide. Others may turn to violence. Harassment can disrupt a class, and even an entire school. In addition, harassment can have severe financial consequences for a school district, including the cost of defending against a lawsuit or having to pay money damages to a target of harassment.

Adopting an anti-harassment policy and complaint procedure (as required by law) may insulate a school district from litigation and liability. However, to prevent harassment, we must do more. As studies have shown, pupil harassment seriously undermines our efforts to create a safe and secure school environment and to promote learning and academic achievement for all students. It is, therefore, critical that the entire school community understands pupil harassment--what it is and how it occurs--so that it may be addressed in the daily interactions among all persons in our schools, and not just when complaints arise. This may require that we consider our own behavior and that we view some behavior from a different perspective. This is not an unattainable goal. Further, the prevention of harassment is in keeping with our state and national goals of creating safe schools, promoting core values and citizenship, and helping pupils to develop into responsible, caring and contributing members of society. Schools are places where these qualities can and should be promoted.

The Wisconsin Department of Public Instruction has developed a citizenship tool kit (see RESOURCES attached) that describes the characteristics of schools that are successful in helping students develop into good citizens. These include teaching and modeling core values; creating safe and orderly schools;

involving family and community; addressing societal issues; creating positive relationships; engaging students' minds; and conveying high expectations for academic achievement and behavior to all students. Many school districts are participating in the Citizenship Initiative and similar projects. Addressing pupil harassment is an inherent component of such projects, and in fact is implicitly expected of all schools by parents, pupils, and our entire community.

This bulletin has a few simple goals:

- to provide school administrators and staff with a basic understanding of pupil harassment;
- to emphasize that pupil harassment is not limited to sexual harassment but includes conduct related to a pupil's membership in any group that is protected from discrimination;
- to help administrators and staff understand when they ought to stop to examine behavior (including their colleagues' behavior and their own); and
- to help administrators and staff know when they may need to get more information or help in understanding and addressing events that may constitute harassment.

The balance of this bulletin reviews the legal definition of pupil harassment and, explains pupil harassment as behavior based on any protected class status. It begins with a general discussion of the elements of pupil harassment, and provides examples of the forms pupil harassment may take. It also includes one or more illustrations of pupil harassment on the basis of each protected class under Wisconsin Pupil Nondiscrimination Law. This bulletin also summarizes the obligations of school districts with respect to pupil harassment; suggests some approaches for preventing pupil harassment; and identifies additional resources on the subject.

WHOM DOES THE LAW PROTECT AGAINST HARASSMENT?

Pupils in public schools are protected from discrimination by a number of federal and state laws. Wisconsin's Pupil Nondiscrimination Law (§ 118.13, Wis. Stats.) prohibits discrimination against pupils on the basis of any of the following factors:

- | | |
|-------------------|------------------------|
| • Sex | • Marital status |
| • Race | • Parental status |
| • Religion | • Sexual orientation |
| • National origin | • Physical disability |
| • Ancestry | • Mental disability |
| • Creed | • Emotional disability |
| • Pregnancy | • Learning disability |

These fourteen characteristics are also called protected classes or protected groups. Thus, a male pupil born in Chile is (at a minimum) in the following protected groups: sex and national origin.

There are also federal laws that prohibit discrimination against pupils because of race, color, national origin, disability, or sex.

Harassment is a form of pupil discrimination. The harassment of any pupil because of any of the characteristics listed above is discrimination and is prohibited by the Wisconsin Pupil Nondiscrimination Law.

WHAT IS HARASSMENT?

Under the Wisconsin Pupil Nondiscrimination Law, harassment is defined as follows: “Pupil harassment” means any behavior towards pupils, based, in whole or in part, on sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability which substantially interferes with a pupil’s school performance or creates an intimidating, hostile, or offensive school environment. (§ PI 9.02(9), Wis. Admin. Code).

There is a great deal of misunderstanding about harassment. For example, it is widely believed that harassment means only sexual harassment of females by males. Because of this, a great deal of pupil harassment may be improperly ignored or be dismissed when it is reported. Under discrimination law, the concept of harassment is not limited to sexual harassment of females by males. For purposes of discrimination law, harassment can mean any behavior that is directed towards a pupil because of the pupil’s sex, race, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, mental, emotional or learning disability. Thus, females may be sexually harassed by females as well as by males; males may be sexually harassed by females or by males; African-American pupils may be harassed because of their race, or white pupils because of theirs; and Jewish or Mormon pupils may be harassed because of their religion.

Harassment can include many different types of behavior. What makes behavior harassment in a particular case is (1) that the behavior is directed towards a pupil because of the pupil’s membership in a protected class, e.g., sex, race, disability, and (2) the behavior is pervasive or severe that it interferes with the pupil’s performance or creates an intimidating, hostile, or offensive environment (for the sake of brevity, the term “hostile environment” is used in this guide). The chart below demonstrates the elements of pupil harassment.

BEHAVIOR	DIRECTED TOWARDS A PUPIL BECAUSE OF:	CREATING A HOSTILE ENVIRONMENT
The following are examples of behavior that can constitute harassment: name-calling, making threats, spreading rumors, telling jokes, making fun of someone, gestures, physical intimidation, hitting, touching, pranks or hazing, vandalism or destruction of property.	<ul style="list-style-type: none">• Sex• Race• Religion• National origin• Ancestry• Creed• Pregnancy• Marital status• Parental status• Sexual orientation• Physical disability• Mental disability• Emotional disability• Learning disability	<p>The behavior is so severe (in view of all circumstances)</p> <p>or</p> <p>pervasive (occurs often, is part of a pattern of behaviors, permeates atmosphere)</p> <p>that it creates a hostile environment.</p>

How many incidents does it take for behavior to constitute harassment? As with most aspects of teaching children right from wrong, there is no formula that gives a clear answer. A hostile environment may be created by a single incident, by repetition of a particular type of behavior, or by a pattern of behaviors that are related. At some point, the cumulative effect of the repeated behavior or pattern of conduct is sufficient to create a hostile environment. For example, name-calling on a daily basis over a sustained period will create a hostile environment. Similarly, a pattern of less frequent name-calling combined with other “prankish” behavior, e.g., locker vandalism, that can be related to protected class status will also create a hostile environment. Where the conduct in question is severe, a single incident will constitute pupil harassment. A clear example of this is the sexual assault of a pupil. The same is true of “quid pro quo” harassment, which is described below. (A cautionary note: These are just examples. They should not be read as an exhaustive list of harassing behaviors. There is certainly other behavior, short of sexual assault or quid pro quo harassment, that is so severe that a single incident will constitute pupil harassment).

There is no precise formula that will determine whether a particular behavior or pattern of behavior is harassment. Instead, any possible pupil harassment should be assessed in the light of all the circumstances. Some of the factors to consider are:

- the individuals involved
- the number of individuals involved
- the behavior(s) alleged
- the frequency of the behavior
- the severity of the behavior
- the ages and grade levels of the individuals involved
- disparity in age or grade
- disparity in status
- disparity in power or authority
- disparity in size
- school atmosphere (especially relating to the protected status in question)
- history of harassment of individual or of members of particular protected group
- when and where did behavior occur?
- the effect of the behavior on the target(s)

PUPIL HARASSMENT AND THE PROTECTED CLASSES

It is impossible to identify every form of conduct that can constitute pupil harassment. Any conduct that meets the three elements of harassment (it is directed towards a pupil, because of protected class status, and is severe or pervasive enough to create a hostile environment) will constitute harassment. The brief discussions below are meant to provide some examples of the forms pupil harassment can take. Many of the examples given below will apply to all the protected classes. Name-calling is a form of harassment common to all the protected classes, as are various forms of “dirty tricks,” intimidation, and physical attacks. Therefore, the reader should neither treat the examples below as a complete list, nor treat any one of the examples as exclusive to a particular protected class.

Sexual Harassment:

The law protects both female and male pupils from sexual harassment, regardless of who the harasser is. Sexual harassment includes harassment of a pupil by a person of the same or another sex, and by a person of any sexual orientation.

The law recognizes two types of sexual harassment:

- quid pro quo
- hostile environment

Quid pro quo harassment occurs when a school employee or someone in a position of authority causes a pupil to believe that he or she must submit to unwelcome sexual conduct in order to participate or succeed in a school program or activity. It can also occur if a school employee or person in a position of authority causes a pupil to believe that an educational decision about the pupil will be made based on whether or not the pupil submits to sexual conduct. Such conduct is pupil harassment and is unlawful, even if the pupil refuses to submit to the demand and the threatened harm (a failing grade, exclusion from a program or activity) never occurs. The threat or demand itself is sufficient to constitute unlawful pupil harassment.

Hostile environment sexual harassment occurs when unwelcome conduct that is of a sexual nature or is related to the target's sex is so severe, persistent, or pervasive that it affects a pupil's school performance or creates an intimidating, hostile, or offensive environment. A hostile environment can be created by a school employee, another pupil, or someone visiting the school. Some examples of unwelcome sexual conduct are:

- sexual advances
- touching of a sexual nature
- graffiti of a sexual nature
- displaying or distributing sexually explicit drawings, pictures, or written material
- sexual gestures
- sexual or "dirty" jokes
- name-calling of a sexual nature
- pressure for sex
- touching oneself in a sexually suggestive manner
- discussing sexual activity
- spreading rumors about a pupil's sexual activity or orientation
- "rating" pupil's or a pupil's sexual conduct or performance

The use of insulting or derogatory sex-based terms can also create a hostile environment. In one recent case, a court decided that the repeated use of the terms "slut," "whore," and "bimbo" by one heterosexual female in referring to another heterosexual female, was evidence of sexual harassment. Sexual harassment also occurs when a pupil is subjected to physical or verbal abuse because he or she does not fit into a stereotypical view of his or her gender, for example, a male who is small and "weak," or a female who is "tough."

It is not necessary that a pupil express an objection to or complaint about conduct in order for the conduct to be unwelcome. A pupil might feel that objecting or complaining will only result in further harassment. Some students are embarrassed or intimidated by the harassment, or are confused or fearful. Students who

have been pressured to engage in certain conduct may not identify a disparity in age or power, or other factors that may have exerted pressure on them. Other students who may have voluntarily engaged in certain conduct may later decide that the same or similar conduct on a subsequent occasion is unwelcome.

Not every instance of physical contact or every joke or comment rises to the level of pupil harassment. As discussed above, the particular circumstances of each case must be considered. This includes the particular conduct, its severity, the frequency with which it occurred, and other conduct that may be related, as well as factors such as the age of the pupil, the age and status of the alleged harasser, any history of harassment or similar conduct, and the effect of the conduct on the pupil and the school environment.

Some sexual contact will also constitute sexual assault, a form of child abuse that is subject to reporting. All school staff should be familiar with and understand their responsibility for reporting child abuse.

Sexual Orientation Harassment:

The law also protects all pupils, whether heterosexual, homosexual (gay, lesbian), or bisexual, from harassment because of sexual orientation or perceived sexual orientation, regardless of the sexual orientation or gender of the harasser. Pupils who are harassed because of sexual orientation experience many of the types of sexual conduct described above in the discussion of sexual harassment. In addition, the widespread use of certain language or terms, even if not directed at a particular pupil, will create a hostile environment. So, school staff must be alert and respond to the use of words such as “faggot,” “dyke,” “queer,” or other insulting or derogatory terms by pupils, staff, and anyone else, not just when such language is directed at an individual, but also when it is used in normal conversation. Additionally, the tone or intonation used in stating certain words in class discussions may also be evidence of a hostile environment. This can be true with respect to harassment because of any protected class status.

Physical intimidation, such as “accidentally” bumping into someone, and undisguised physical attacks are also frequently associated with harassment because of sexual orientation. Again, such behavior is not exclusive to this protected class, but recent events have dramatized the serious consequences of allowing harassing conduct to go unchecked. In Wisconsin, one male homosexual pupil was pushed and shoved, urinated upon, beaten, and forced to experience a “mock rape.” The failure of school officials to address this behavior resulted in great anguish for a pupil, the degradation of the school atmosphere, and in a significant monetary settlement.

In some cases, a pupil may be harassed because he or she is mistakenly believed to be gay, lesbian, or bisexual. The fact that the pupil is not in fact gay, lesbian, or bisexual and that the harasser was mistaken does not negate the occurrence of unlawful pupil harassment.

Harassment Related to Race, National Origin or Ancestry:

Harassment based on ethnicity (race, national origin, or ancestry) may include (but is not limited to) any of the following types of conduct:

Oral/Verbal Conduct:

- name-calling
- insults
- racist jokes
- epithets
- derogatory comments
- slurs
- threats of physical abuse
- mocking speech or accents
- ridiculing food or habits identified with a particular ethnic group

Physical Conduct:

- assault
- impeding or blocking movement
- physical interference with any activity
- damaging lockers or personal property

Visual/Graphic Conduct:

- posters
- cartoons
- drawings
- graffiti
- mocking motions
- gestures

In addition to the blatant forms of harassment described above, less overt and unintentional conduct can contribute to the creation of a hostile environment. The exclusion or limited representation of certain ethnic groups from displays or activities, or the apparent (if unconscious) focus of attention upon certain ethnic group members for some programs or activities but not others, may contribute to the creation of a hostile environment. For example, the stereotypical depictions of pupils in a variety of settings can constitute pupil harassment

Harassment Related to Disability:

Disabled pupils, or pupils who are believed to have a disability are also subjected to unlawful pupil harassment. The harassment can be similar to the types of harassment discussed above. Another form of harassment disabled pupils experience is the creation of situations or circumstances that interfere with their ability to perform tasks or that highlight their disabilities. For example, moving an object so that a pupil with a visual disability bumps into or trips over the object can be harassment. The use of language that is derogatory or insulting in normal conversation, even if not directed towards a particular pupil, can also create a hostile environment. For example, the use of words such as “spastic,” “retard,” “psycho” can be hurtful to a disabled pupil and create a hostile environment, even if the words are not directed at the pupil or do not directly relate to the pupil’s particular disability.

Harassment Related to Religion or Creed:

The prohibition against harassment because of religion or creed extends to all religions and religious beliefs, and to practices associated with religion or religious beliefs. For some religions, dress or grooming style can be an important aspect of religious practice or observance. Therefore, mocking or mimicking such styles can create a hostile environment. Where diet or dietary practices are related to religion, offensive comments about either can also create a hostile environment. As with the other protected classes, engaging in name-calling or taunting or intimidation, or acts of physical aggression, can constitute harassment if the conduct is severe or pervasive. Sometimes, thoughtless speech or the use of phrases that are based on stereotypes about religion can also create a hostile environment. For many persons, religion may be a private matter. Because of this, it is important that we respond appropriately and correct conduct that is related to religion when it is pointed out to us, even if a particular pupil does not indicate that the conduct is offensive.

Harassment Related to Pregnancy or Parental or Marital Status:

In Wisconsin, pupils who are pregnant, married or have children are also protected from discrimination and pupil harassment. Any harassing conduct that is directed at a pupil because of her pregnancy, or at a pupil who is married or a parent (whether the pupil is female or male) because of his or her marital or parental status, is unlawful. As with the other protected classes, the conduct may include written or oral insults, derogatory statements, physical acts, or the display of photographs, drawings or other graphic material that relate to the status of the pupil.

Harassment Related to Multiple Factors:

It is not uncommon for harassment to involve a number of factors, some related to a protected class status and some not. Even where there are multiple factors, if the harassing conduct is related to one or more protected classes, the conduct should be scrutinized to determine whether unlawful pupil harassment is occurring or has occurred. The fact that some of the conduct may be unrelated to any protected class status does not excuse the conduct that is related to protected class status and that can create a hostile environment. For example, two pupils who develop an antagonistic relationship for reasons unrelated to any protected class status may engage in an ongoing dispute. If at any point either pupil engages in behavior that is related to a protected class status, e.g., spreading rumors about the other pupil's sexual orientation, the possibility of pupil harassment arises.

SCHOOL DISTRICT OBLIGATIONS

The Pupil Nondiscrimination Law requires that all school districts in Wisconsin adopt pupil nondiscrimination policies (that prohibit pupil harassment), and discrimination complaint procedures. A school district employee must be designated to receive complaints of pupil discrimination, including complaints of pupil harassment. The policies and procedures, and the name of the designee to receive complaints, must be published annually in a legal notice. In addition, all pupil and staff handbooks must include a pupil nondiscrimination statement and the complaint procedure. A pupil nondiscrimination statement must be included in all published materials.

School districts must accept complaints of pupil discrimination and resolve them following the district's policies and procedures. Each complaint must be acknowledged in writing within 45 days of receipt, and the district must make a final determination on the complaint within 90 days. The district's final determination must include an explanation of the complainant's appeal rights. An outline of the complaint and appeal procedure may be found on the DPI Equity Team web page at: <http://www.dpi.state.wi.us/dpi/dlsea/equity/pupintro.html>. The specific legal requirements may also be found on the DPI Equity Team web page.

The obligations of school districts extend beyond adopting policies and procedures and responding to complaints of pupil harassment. The law provides that school district policies and procedures must ensure compliance with the prohibition against pupil discrimination and harassment. This suggests that districts should also take affirmative, or proactive, steps to prevent pupil harassment. A detailed discussion of this subject is beyond the scope of this bulletin. Some of the resources identified in the appendix may be of assistance to school districts in developing strategies to address and prevent pupil harassment. The Citizenship Toolkit, though not specifically developed to address issues of discrimination or harassment, may be useful in developing an approach to school relationships that extends beyond discrimination and harassment, but certainly includes both. This resource, which DPI has distributed to all school districts, is available from CESAs.

WHAT CAN BE DONE TO PREVENT PUPIL HARASSMENT?

Most school districts have adopted pupil nondiscrimination policies and complaint procedures. In general the policies are broad enough to include pupil harassment, even where it is not expressly identified as a prohibited form of discrimination. Some school districts have gone as far as adopting policies that expressly prohibit harassment. For the most part, those policies are limited to sexual harassment, and do not explicitly recognize that prohibition against harassment applies to all protected classes.

- In responding to and resolving complaints of pupil harassment, it is critical that school districts make the complainant fully aware of the complaint resolution process and carefully follow the complaint resolution procedure.
- The enforcement of the policies should not be limited to responding to complaints of pupil harassment. As pointed out in the preceding section, district policies should ensure nondiscrimination in all aspects of school programs and activities; this requires a proactive approach to harassment prevention.
- The first step in developing a proactive approach is education. The district's policies must be widely publicized among the school board, administrators, teachers, counselors, and other staff. It is important that anyone who has responsibility for or comes into regular contact with pupils know about the policy. This includes bus drivers, cafeteria workers, and all others who work for the schools or who are contracted to provide any service that involves contact with pupils. The policies must also be known to pupils, their parents or guardians, and the community.
- The policies and the meaning of harassment must be explained to the same groups. This should be done in a manner that makes them understandable. Use non-technical language and practical examples. With pupils, use age-appropriate language and teaching techniques.
- The policies must be understood by all to be part of the school code of conduct.
- Make the consequences of pupil harassment known to staff and pupils.
- Parents and school staff should encourage pupils to speak out and complaint about harassment. Pupils must also know where they can go for help.
- All school employees should monitor their own speech and conduct.
- Do not ignore questionable conduct or language. Find out what it's about.
- Do not ignore rumors--even if a rumor is untrue, it may be indicative of harassment.
- Assess staff and student attitudes and knowledge, and provide education, support and training where it's needed.
- Address harassment firmly and fairly when you see it occur, regardless of the harasser's identity.

For further information contact:

Hal Menéndez, Consultant, Pupil Nondiscrimination, 608/267-9157; or hal.menendez@dpi.state.wi.us

Steve Fernan, Consultant, School Violence Prevention, 608/266-3889 or steve.fernan@dpi.state.wi.us

RESOURCES

DPI Equity Mission Team Web Page: <http://www.dpi.state.wi.us/dpi/dlsea/equity/pupintro.html>

Available from DPI:

Section 118.13, Wisconsin Statutes (*available on web page*)

Chapter PI 9, Wisconsin Administrative Code (*available on web page*)

The Pupil Nondiscrimination Guidelines for Athletics (Wisconsin Department of Public Instruction and Wisconsin Interscholastic Athletic Association)
(Available from DPI Equity Mission Team)

The DPI web page contains information about a number of programs, initiatives, and grants e.g., Citizenship Initiative, Safe and Drug-Free Schools, IASA, Carl Perkins Vocational/Technical Education Plan, that may provide support for schools' efforts to prevent and address pupil harassment. The Pupil Nondiscrimination Program section includes additional guidance on pupil discrimination and pupil harassment. A section on preventing school violence will soon be added. A number of DPI web page sites are listed below:

DPI web page: <http://www.dpi.state.wi.us/>

Pupil Nondiscrimination Program: <http://www.dpi.state.wi.us/dpi/dlsea/equity/pupintro.html>

Citizenship Initiative: <http://www.dpi.state.wi.us/dpi/dlsea/sspw/citindex.html>

Violence Prevention page: <http://www.dpi.state.wi.us/dpi/dlsea/sspw/safeschool.html>

Available from U.S. Department of Education, Office for Civil Rights:

Protecting Students from Harassment and Hate Crimes, A Guide for Schools

(For a free copy, call 1-800-USALEARN; also available at <http://www.ed.gov/offices>)

Racial Incidents and Harassment Against Students at Education Institutions: Investigative Guidance
(Federal Register, March 10, 1994; 59 F.R. 11448)

(Also available at <http://www.ed.gov/ocr/docs/race394.html>) [web address updated: 1/19/01]

Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties (Federal Register, March 13, 1997; 62 F.R. 12034)

(Also available at <http://www.ed.gov/ocr/docs/sexhar00.html>) [web address updated: 1/19/01]

Citizenship: Building a World of Good (Wisconsin Department of Public Instruction)

(Available from CESAs)

**A copy of this publication has been provided to every school district in Wisconsin by DPI*

Preventing and Countering School-Based Harassment: A Resource Guide for K-12 Educators

(Northwest Regional Educational Laboratory, Equity Center)
(Available at <http://www.nwrel.org/cnorse/booklets/harassment>)

Do the Right Thing: Understanding, Addressing and Preventing Sexual Harassment in Schools (National Women's Law Center, www.nwlc.org)

**A copy of this publication has been provided to every school district in Wisconsin by DPI and WASB*

Righting the Wrongs: A Legal Guide to Understanding, Addressing, and Preventing Sexual Harassment in Schools

(National Women's Law Center, www.nwlc.org)

Sexual Harassment & Student Services Personnel, Melissa A. Keyes, Ph.D.
(American School Counselor's Association, 800/306-4722)

Quit It! A Teacher's Guide on Teasing and Bullying for Use With Students in Grades K-3, Merle Froschi, Barbara Spring, Nancy Mullin-Rindler, with Nan Stein and Nancy Gropper. (Educational Equity Concepts, Inc., Wellesley College Center for Research on Women, NEA Professional Library) (781/283-2450)

Stopping Anti-Gay Abuse of Students in Public Schools: A Legal Perspective

Lambda Legal Defense and Education Fund

(Also available at <http://www.lambdalegal.org/cgi-bin/pages/documents/record?record=124>)

Raising Children to Resist Violence

American Association of Pediatricians

(Available at: <http://www.aap.org/family/parents/resist.htm>)

This information update can also be accessed through the Internet:

<http://www.dpi.state.wi.us/dpi/dlsea/een/bulindex.html>